



CHAPTER 1

A. Background of the Problem

Reading is an essential part of learning in a college setting, and reading critically and actively promotes success. According to Nunan (2005), reading is a set of skills that involves making sense and deriving meaning from the printed word. It means that reading is one of the language skills that is very important to be learned, especially in education. Good reading competency is a necessity for those studying English for academic and occupational purposes and many curricula, therefore, devote large amounts of time to read the lesson in order to achieve such competence.

According to Jamal (2006:51), reading is way of getting the meaning or the knowledge from the printed page such as textbooks, newspaper, magazines, and novels. The scope of reading media enlarges not only printed media but also by using internet. Furthermore, teaching reading is not easy. The teachers have to find some techniques to teach reading, so that the students are able to understand how to read a text.

Based on the school-Based Curriculum, in reading skill for the first year of junior High School, there are two basic competences that should be achieved by the students of junior high school in second semester. The first, the students are able to respond the meaning intrans actional speaking (to get things done) and interpersonal formal and non formal. The second, the students are able to express the meaning in transactional speaking (to get things done) and interpersonal formal and non formal).



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The goals of English teaching is develop the ability to communicate in the language, in the form of oral and written. Communication skills include listening, speaking, reading and writing. Growing awareness of the nature and importance of English as a foreign language become a major tool of learning. Develop an understanding of the interrelations between language and culture and broaden cultural horizons. The students have cross – cultural insights and engage in cultural diversity.

Reading needs comprehension to the context and reader gets the new information of the texts. As it is stated in school-based curriculum (K13) of Islamic junior high school for the eighth grade, one kind of text types that the students should achieve is narrative text. According to Anderson (1997), narrative text is English text type that has a purpose to entertain the reader or listener.

Based on preliminary study conducted by the researcher on February 16th, 2016 at Islamic junior high school As-Shofa Pekanbaru, reading achievement of the first was low. It was found that only 30% of students in this class got score higher than the standard score and 70% students got marks under the standard score while the standard score of English subject in this school is 70. The preliminary data was gotten from regular evaluation result in the last semester. Normally, the teacher gives students the texts and ask students to understand and answer the questions. In reality, students still can not understand the textbook well. In addition, based on the interview with an English teacher, it was found that the students got problems in reading comprehension and it can be seen from these phenomena:



1. Some of students are not able to get the information of the text.
2. Some of students are not able to identify the individual words without conveying the message what the author extends of the text.
3. Some of students were lack of vocabulary in reading English text.
4. Some of students were not able to identify the language features of the descriptive text.
5. Some of students were not able to identify generic structure of descriptive text.

From the phenomena above, the researcher that difficulties of students in reading can be caused by the teaching strategy that has been used by the teacher. To solve this problems, the teacher needs an appropriate technique in teaching students' reading comprehension. In this case, the researcher wants offer a strategy called SQ3R strategy.

The readers could create text that effectively conveys their through. This strategy uses question provided at the beginning of the chapter in order to organize notes into reading comprehension. It makes students able to analyze and remember important information and concepts.

Using this procedure will guide students to understand in reading comprehension. Therefore, the researcher is interested in discussing the problems into a research entitled: **The Effect of Using SQ3R (Survey, question, read, recite, review) Strategy on Reading Comprehension of descriptive Texts the eighth Grade at Islamic Junior High School As-Shofa Pekanbaru.**

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B. Limitation the problem

The researcher need to limit the problem as follows; this research focuses on students' reading comprehension of descriptive texts at the eighth grade of As-Shofa Pekanbaru.

C. Formulation of the Problem

1 The problems of this research are formulated in the following research questions:

- a. How is the students' reading comprehension taught by using SQ3R strategy as the eighth grade of Islamic Junior High School As-Shofa Pekanbaru?
- b. How is the students' reading comprehension without being taught by using SQ3R strategy as the eighth grade of Islamic Junior High School As-Shofa Pekanbaru?
- c. Is there any significant difference between taught and without being taught by using SQ3R strategy toward students reading comprehension as the eighth grade of Islamic Junior High School As-Shofa Pekanbaru?

2 Objective and Significance of the research

a. Objective of the research

- 1) To find out students' reading comprehension of descriptive text taught by using SQ3R Strategy as the eighth year of State Junior High School As-Shofa Pekanbaru.



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- 2) To find out students' reading comprehension of descriptive text without being taught by using SQ3R Strategy at the eighth year of State Junior High School As-Shofa Pekanbaru.
- 3) To find out whether or not there is significant difference between taught and without being taught by using SQ3R Strategy on students' reading comprehension of descriptive text as the eighth year of State Junior High School As-Shofa Pekanbaru.

b. Significance of the Research

The significance of the research is as follows :

- 1) To the writer as a researcher in term of self-development especially in research knowledge.
- 2) To provide some information about SQ3R Strategy as one of the strategies that is applied in reading class by English teacher.
- 3) To give information about English course and the strategy that can be used to improve students' reading comprehension to the students who are studying as State Junior High School As-Shofa Pekanbaru.